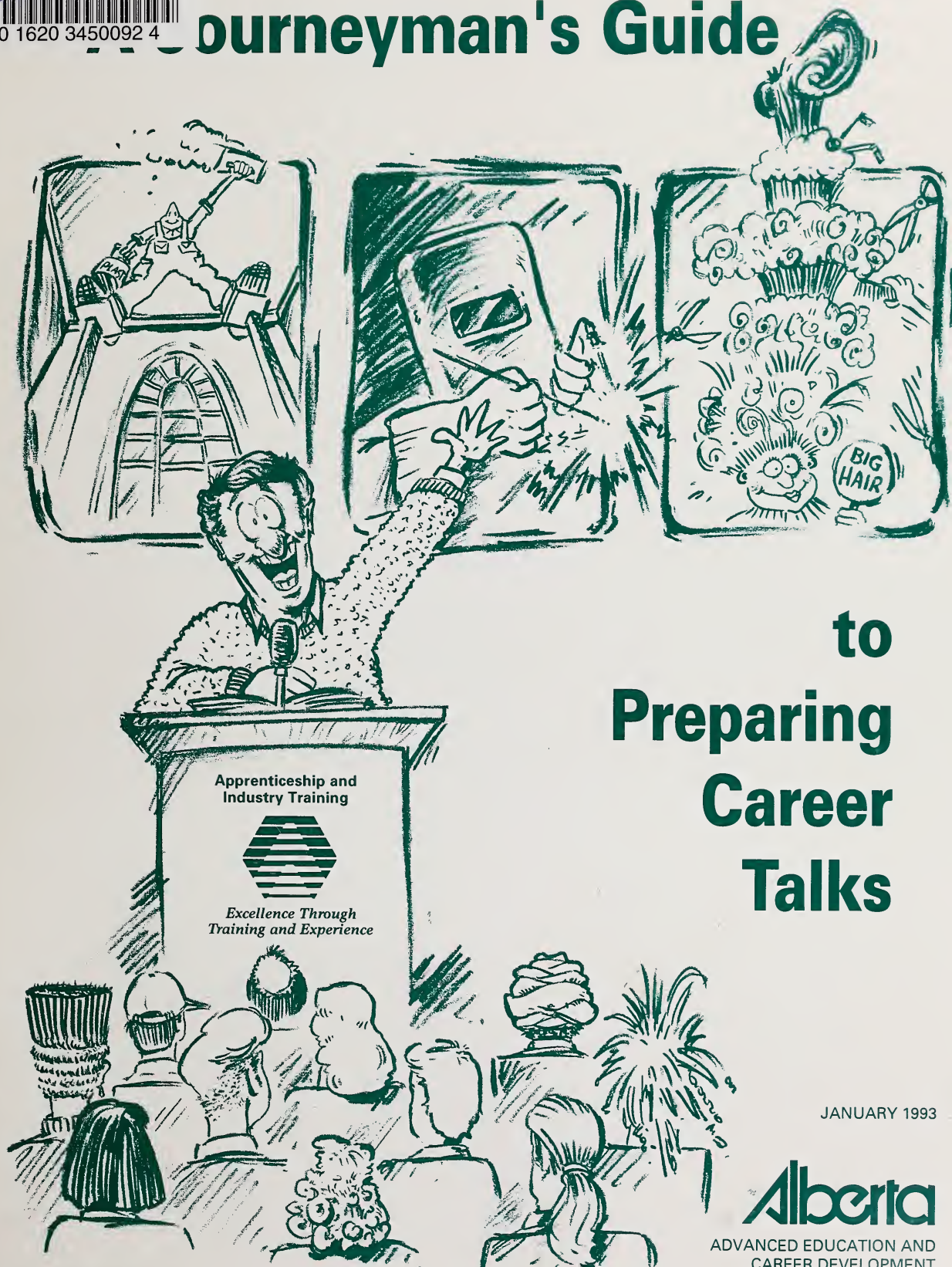




# Journeyman's Guide



## to Preparing Career Talks

JANUARY 1993

**Alberta**

ADVANCED EDUCATION AND  
CAREER DEVELOPMENT



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# INTRODUCTION

You have been chosen to deliver a career talk to students who are beginning to plan their career. The goal of your career talk is to educate the students about your trade. Your ability to share your experience will have an impact on these students and the decisions they make. This is your chance to talk about some of the projects you have worked on to help the students visualize your trade and how you contribute to society and the economy.

The Access Initiatives Branch of Apprenticeship and Industry Training has developed *A Journeyman's Guide to Preparing Career Talks* to assist you in delivering a career talk to students.\* It is designed to help you get your important message across to the students in a way they will understand. This guide includes speaking hints, a checklist and several resources. It also includes ideas on how to bring examples of projects and technology right into the classroom.

You may reproduce any of this information. You may also request additional copies by phoning Access Initiatives at 427-8765.

**Good Luck!**

*\*Thanks go to the Grande Prairie Career Development Centre where the idea for this guide originated, and to the Alberta journeymen and the staff of Advanced Education and Career Development who helped to develop it.*

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# A

## Who is Your Audience?

The 1992 Alberta Education curriculum indicates the following grade level objectives:

**Grade 8: Health and personal life skills students are learning:**

- how jobs and occupations relate to each other
- how an occupational choice can affect lifestyle choices
- that career planning is a lifelong process
- about the relationship between personality, career development and personal satisfaction

**Grade 9: Health and personal life skills students are learning:**

- about occupational classification
- that there is a relationship between educational preparation and occupational choices
- about the effects of stereotyping on male and female roles
- about the importance of early and ongoing educational and vocational planning

**Sr. High: CALM (Career and Life Management) students are learning:**

- how to plan for the world of work (i.e., how to plan for a career, how to match individual personalities and interests to a group of occupations, and how to get job experience)
- how to explore career options (i.e., how to get along with others in the workplace, how to be self-employed, and what education and training are needed for different kinds of jobs)
- how to move on to a chosen occupation (i.e., how to get the job you want, how to write a resume, and how to make a good impression at a job interview)

# **B** How To Feel at Home in the Classroom

**Ask the teacher for a brief description of the students:**

- their grade level
- the size of the class
- the female/male ratio
- their knowledge of the trades
- their knowledge of your trade

**Request information about the:**

- needs
- expectations and
- interests of the group.

This will help you know your audience a little better before you actually go into the classroom. Now you can tailor your presentation to suit the students' needs and interests.

# **C Information to Include in Your Presentation**

**Be prepared for the students to ask you any of the following questions:**

## **General Apprenticeship Information:**

- What is apprenticeship?
- What do I gain by apprenticing?
- How do I start?
- What does technical training cost?
- What are the requirements?
- Will I earn while I learn?

## **Specific Information About Your Job:**

- How did you choose your trade? Why?
- How difficult was it for you to obtain your job?
- What are the specific educational requirements for your job?
- Are you qualified for any other trades?
- How much money do you earn?
- What do you like best/least about your job? Why?
- What do you do in a typical working day?
- What are the most challenging/unusual aspects of your work?
- What are the benefits of your trade and why are these important?
- How do you maintain a balance between your work life and your personal life?
- What are the challenges and solutions?

# D Suggestions for an Interesting Talk



**1** Set the tone. Think of an interesting way to begin your presentation. Ask the students to describe what they think you do. Begin with a humorous and relevant anecdote, or a personal observation.

**2** Get the students involved in your presentation. Ask them questions about the trades that interest them. Do they know someone in your trade?

**3** Use easy to understand language – avoid jargon or highly technical terms.

**4** Treat your audience with respect. Young people don't really see that there is a difference between you and them in terms of life experiences or level of maturity. They really do think that they are adults, capable of living on their own and paying the bills if they have to. In fact, many students are doing just that. Be sensitive to this.

**5** Relate what you are saying to something that young people have already experienced. For example, if learning a particular task was difficult for you, relate it to something like learning multiplication tables and how difficult that was initially.

**6** Talk about how things were for you when you were a teenager. Students can relate to the "human" side of adults. They will be interested to know that you have experienced some of the same things they are going through now – that mistakes were made and solutions found.

**7** Bring actual tools and wear the clothes that you use in your everyday work. Create a way for them to touch or experience the tools of the trade – let them see the results. Examples are included in Part 2 of this handbook.

**8** Think of interesting ways to describe the work you do.

**9** Treat every question thoughtfully and with respect. Ask them questions that relate to your trade.

**10** You may want to invite another journeyman to speak about another trade. Role models are a powerful and motivating factor for students considering various career options.



# E Speaking Suggestions

- check out the room where you will be speaking before your presentation
- have some water on hand
- use short sentences
- use notes only as a guide
- avoid nervous behaviour such as shuffling paper, playing with keys or change in your pocket
- make sure the students can hear you
- pronounce each word carefully and clearly; avoid saying “um” or “er”
- make eye contact with your audience

# F Final Checklist



- ☐ name and telephone number of host teacher
- ☐ name and address of school
- ☐ date and time of presentation
- ☐ length of time allotted for presentation
- ☐ type of classroom arrangement (informal, rows of desks)
- ☐ equipment you need for your presentation
- ☐ name and topic of speakers presenting at the same time

*The presenting and speaking tips in Part 1 are part of a package prepared by the Alberta Women's Secretariat for the Stepping Stones Role Model Information Kit. It has been reprinted and adapted with their permission.*

# G CAREER TALK EXAMPLE: 60 MINUTES

The following is an example of how a career talk might be organized. Estimate how long each section will take to ensure that you include everything you want.

## CAREER TALK

### Introduction: 2 min

- Introduce yourself.
- Set out the purpose and objectives of your career talk.

### General Apprenticeship Information: 10 min

- Discuss the apprenticeship system including the requirements, costs and benefits.

### Questions: 2–3 min

- Answer any questions that the students have.

### Specific Trade Information and

### Practical Trade Demonstration: 25 min

- Talk about what you do in a normal working day. What do you like best and least about your trade? What are some of the challenges you face?

### Questions: 2–3 min

- Answer any questions.

### Brainstorming: 7 min

- Ask the students to look around the classroom. Ask them which tradespeople have worked to build their classroom? What tools did they use?

### Summary and Final Questions: 10 min

- Use this time to conclude your talk, summarize your main points and answer final questions.

# A Journey to Success: Apprenticeship Information for Career Advisors

In a recent independent survey:\*

**NINE OUT OF TEN** apprentices and journeymen said “they were pleased about having chosen a career in the trades.”

**NINE OUT OF TEN** apprentices and journeymen said “apprenticeship training was the way to go and they would recommend it to family and friends.”

*Why did they choose the trades?*

- to do work that is hands-on and creative
- to make good money
- to have steady work

*Why would they recommend apprenticeship training?*

- apprenticeship offers thorough training
- it gives a sense of accomplishment
- it develops transferable skills

**HALF** of all apprentices and journeymen had completed Grade 12 and a third of those had finished some level of post-secondary education.

**TWO OUT OF THREE** apprentices and journeymen thought the trades were equally suitable for both men and women.

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\* ALBERTA SURVEY ON ENTRY INTO THE TRADES, 1991

# **B** A Journey to Success: Reasons to Consider Apprenticeship

Here are quotes from journeymen who talk about the advantages of going into a trade. You may wish to add some of your own reasons.

*Gerry Marcotte*  
*Plumber*

“... working in all environments, outdoors, indoors. The projects always vary in nature and scope... Aspect of construction is appealing – feeling of satisfaction upon completion of mechanical projects... My father was a plumber and I often went with him to work. The image of an important and satisfying trade was passed on to me.”

*Charlene Osterman*  
*Partsman*

“Apprenticing as a partsman has given me marketable skills which enable me to work in a variety of jobs... I enjoy an above average income, I get many job offers and I have been able to travel with my job.”

*Allan Nickless*  
*Machinist*

“A person acquires the ability to make a variety of functional projects from people’s ideas... It is a very self-gratifying trade where one can be proud of their accomplishments.”

*Reine Tauscher*  
*Heavy Duty Mechanic*

“This is a very challenging and physically demanding career because of all the different equipment and components to repair... It tests your analytical abilities. There is instant reward and job satisfaction with achievements and good job availability (not limited to one particular industry’s economic restrictions). There are many opportunities for advancement for those who excel, and opportunities to branch into your own business. Also, you can work in various locations (most towns, provinces and countries).”

*Michael T. Lett*  
*Electronic Technician*

“Reasons to go the apprenticeship route are that you can earn while you are learning and you have marketable experience at the completion of your apprenticeship. You also have the opportunity to try the trade and see if it meets your expectations before investing a lot of money and time.”

# C Classroom Trade Demonstrations

Students like to see what working people do. Here are some creative ideas for the classroom.

<b>Appliance Serviceman</b>	Bring some trouble-shooting equipment (meters, gauges) and a broken appliance.
<b>Autobody Mechanic</b>	Bring before and after pictures.
<b>Baker</b>	Let students taste samples of pastries or bread. Show pictures of the breadmaking process from beginning to end.
<b>Boilermaker</b>	Show students a scale comparing size of person to a boiler. For example, one boiler at Suncor is 10 stories high and one valve is equal to the size of an automobile.
<b>Bricklayer</b>	Mix a batch of mud and construct a small brick wall.
<b>Cabinetmaker</b>	Bring in samples of wood joining methods such as butterfly, tongue in groove and butt.
<b>Carpenter</b>	Show three aspects of carpentry – framing, roofing and scaffolding. Bring in a four-foot 2 by 6 and lay out a stair system using a square, saw and a blackboard to show calculations.
<b>Communication Electrician</b>	Bring in a fibre-optic cable and talk about its capabilities. For example, it has 15,000 signals that can be used for shopping, banking and dial-in-movies. Talk about the current debate over who gets to use it – the cable companies or telephone companies.
<b>Cook</b>	Show garnishing techniques and the creativity involved – let the students eat the creations.
<b>Crane and Hoisting Operator</b>	Bring in scale pictures and nylon shackles and slings. Demonstrate how the operator and the rigger must work as a team.
<b>Electrical Rewind Mechanic</b>	Demonstrate wire around a cylinder – show the magnetic polarity by using a small scale motor.



# Classroom Trade Demonstrations

<b>Electrician</b>	Bring an electrical panel with circuits to demonstrate wire stripping and hooking up procedures. Demonstrate bending conduit and compare household cables with industrial cables.
<b>Electronic Technician</b>	Bring in an electronic panel (microcircuit) and demonstrate a repair.
<b>Floor Covering Mechanic</b>	Bring in samples of floorcoverings. Lay some carpet around a student's desk and cut holes to fit each of the desk's legs.
<b>Gasfitter</b>	Bring in burner controls. Compare the size of residential to industrial burner controls. Take students to the furnace room in the school. Bring trouble-shooting meters.
<b>Glassworker</b>	Bring a small piece of scrap glass and suction cups. Cut, frame and weatherproof the glass.
<b>Hairstylist</b>	Give a scalp massage to a volunteer student and talk about the muscles and circulatory system.
<b>Insulator</b>	Bring in samples of mechanical (heating) insulation and structural (weatherproofing and sound) insulation. Wear a suit and demonstrate pipe insulation pattern making by turning a flat piece of metal into an oddball shape e.g., insulate and metal cladding.
<b>Ironworker</b>	Bring in pictures of structural steel – 20 ton piece of iron 60 stories high. Wear hand tool belt (let students feel how heavy it is), suspenders and special climbing boots.
<b>Lather-Interior</b>	Bring in a laser to determine elevations.
<b>Machinist</b>	Bring interesting things you have built and pictures of the shop and the equipment you use.
<b>Millwright</b>	Demonstrate a machinery alignment and setting. Show how precision matters.

# Classroom Trade Demonstrations

<b>Mechanic</b>	Bring a cutaway of an engine with different colored parts and go through the operation of the engine.
<b>Motorcycle Mechanic</b>	Bring in a small motorcycle and review motor parts.
<b>Painter and Decorator</b>	Cut a chunk of wallpaper to fit around some wall fixtures. Bring some tools of the trade such as tinting or paint sprayer.
<b>Partsman</b>	Show computer applications relevant to the job.
<b>Plasterer</b>	Mix some mud. Demonstrate different finishing textures e.g., sponging technique. Bring stilts and use them.
<b>Plumber</b>	Show how to solder copper tube for waterlines. Compare tubing and joining methods between commercial/institutional jobs and residential jobs.
<b>Power Lineman</b>	Bring in cleats and belt. See if you can get permission to climb a powerpole outside and let students watch you.
<b>Printing and Graphic Arts Craftsman</b>	Bring slides of presses and known examples of printing that your shop has done e.g., cover of telephone book, grocery shopping bags.
<b>Projectionist</b>	Show film splicing – talk about the different chemicals you must know about.
<b>Roofer</b>	Bring felt, tiles and slides of the pitch of the roof. Show the commercial/industrial side by demonstrating the BUR system with a cut-away.
<b>Sawfiler</b>	Sharpen a dull saw. Let students try cutting something before and after you sharpen the saw. Bring pictures of large floor-to-ceiling saw.
<b>Sheetmetal Worker</b>	Bring flat piece of sheet metal and make shapes (square, conical) after making pattern. Let students use tin snips.

# Classroom Trade Demonstrations

<b>Sprinkler Systems</b>	Talk about the chemicals in the water. Bring in examples of different sprinkler heads and show how they are triggered and suppressed.
<b>Steamfitter-Pipefitter</b>	Bring in pipe samples to demonstrate different sizes and joining methods e.g., welded, clamped, screwed – let students check out the weight.
<b>Tile Setter</b>	Cut tiles, mix grout and lay tiles on a piece of plywood.
<b>Tool and Die Maker</b>	Demonstrate a pattern in mirror image.
<b>Water Well Driller</b>	Bring slides of rig and drill bit heads. Show how the stem turns and cuts.
<b>Welder</b>	Bring a buzz box, a variety of helmets and a leather smock. Students can watch an actual welding demonstration.

# D Trade Profiles

Students can learn about the following trades by reading the job description category. They may be more interested in the list of transferable and self-management skills. Students may be surprised to learn that they already possess several of these skills and may be motivated to work toward developing them. After the Trade Profiles section, trade skills and abilities are described.

**Welder**

**Machinist**

**Sheet Metal Worker**

**Millwright**

**Heavy Duty Mechanic**

**Steamfitter-Pipefitter**

**Steel Fabricator**

*These trade profiles were prepared by Advanced Education and Career Development for use at Syncrude Canada, according to the qualifications and standards required by the company.*

# Welder

# Trade Profiles

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## JOB DESCRIPTION

Join or sever metals such as beams, girders, vessels, piping and other metal components that require joining or cutting with the aid of a welding process.

Weld metal parts together to fabricate or repair parts and equipment using electric, oxy-acetylene or related welding equipment.

Comprehend blueprints and develop layout patterns for projects and calculate quantities of materials.

Clean, chip and grind cracks and joints in workpieces; check for defects; shape component parts; and position and clamp parts together before welding.

Connect hoses to gas supply and select torch tip or insert electrode into portable holder and clamp cable to workpiece.

Set pressure gauges on gas supply lines or set current and voltage levels on power supply.

Open gas valves on torch, ignite torch, and adjust oxygen and fuel gas mixture to provide proper flame or strikes arc and guide torch or electrode along

weld line at proper rate and angle.

Build up parts by welding layers of high strength hard-metal alloys onto worn or damaged area.

Remove slag splatter and excess weld using chipping hammer, wire brush and portable grinder.

Weld in flat, vertical or overhead welding positions.

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## SKILLS

### Technical

Grade 12 or G.E.D. (High School Equivalency Diploma).

### Transferable

Operating, Assembling, Adjusting, Mechanical Reasoning, Building/Constructing, Fixing/Repairing, Following Procedure, Finger Dexterity, Manual Dexterity, Motor Coordination, Reacting Quickly, Stamina, Calculating, Measuring, Numerical Reasoning, Creating/Inventing, Visualizing, Imagining, Improvising, Experimenting, Reading, Questioning, Listening, Verbal, Responding to Feedback.

### Self-Management

Efficient, Dependable, Flexible, Pride in Performance, Tolerate Discomfort, Precise, Attentive to Detail, Persistent, Cooperative, Enthusiastic, Patient, Alert, Work Under Pressure, Cautious.



# Machinist

## Trade Profiles

### JOB DESCRIPTION

Set up and operate machines and/or tools such as lathes, millers, shapers and grinders; clean, fit and assemble parts to make or repair mechanisms, tools or machines, applying knowledge of mechanics, shop mathematics, metal properties, lay-out and machining procedures.

Observe and listen to production machines in operation to locate defects. Dismantle machines, examine parts for defects and wear using precision gauges.

Study specifications and drawings or sample parts, and plan sequence of operations. Compute (Metric and English) dimensions and tolerances and prepare working sketches from general descriptions and by examining parts and their mating surfaces.

Measure, mark and scribe centre lines, dimensions and reference points on workpiece, using measuring and marking instruments, to lay out workpiece for machining.

Position workpiece in machine by securing it onto machine table or fixture, into chuck or

collet or between centres, manually or using hoist, dial indicator, shims, parallel block or clamps.

Start machine and observe machining progress, and frequently verify conformance of part to specifications, using measuring instruments; such as scales, calipers, micrometers and fixed gauges.

Perform spray welding as required for the repair or fabrication of components to permit machining to be carried out.

Finish and fit parts to mechanisms by filing, grinding, scraping and polishing.

Verify dimensions and alignment, using instruments such as micrometers, height gauges, surface plate and gauge blocks.

May operate assembled or repaired mechanisms to test performance.

Operate five-ton field machining truck.

### SKILLS

#### Technical

Grade 12 or G.E.D. (High School Equivalency Diploma).

#### Transferable

Operating, Assembling, Adjusting, Constructing, Fixing/Repairing, Mechanical Reasoning, Following Procedure, Finger Dexterity, Manual Dexterity, Motor Coordination, Reacting Quickly, Stamina, Strength, Visual Acuity, Calculating, Measuring, Numerical Reasoning, Creating/Inventing, Visualizing/Imagining, Improvising/Adapting/Experimenting, Reading, Questioning, Listening, Verbal, Responding to Feedback.

#### Self Management

Efficient, Dependable, Flexible, Pride in Performance, Tolerate Discomfort, Precise, Attentive to Detail, Persistent, Cooperative, Enthusiastic, Patient, Alert, Work Under Pressure, Cautious.

# Sheet Metal Worker

## Trade Profiles

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### JOB DESCRIPTION

Fabricate, assemble, install and repair a variety of sheet-metal products and equipment.

Read blueprints and develop patterns for required jobs.

Use and maintain various hand and power tools with proficiency and safety.

Locate and mark dimensions and reference lines on metal stock using scribe, rule and square according to characteristics of metal, work-order specifications or patterns.

Set up and operate machines, such as shears, brakes, punches and drill presses to cut, bend, punch drill and straighten metal stock.

Cut metal shapes using hand shears or metal saws; join metal parts together, using welding or soldering equipment.

Smooth seams, joints or burred surfaces using hand files or portable grinders and buffers.

Install and repair sheet-metal products such as: ventilating shafts, air and heat ducts, metal partitions (flashing and sealing), steel buildings

(sheeting and decking) and metal cladding of insulating piping and equipment.

Cut and install acoustic and thermal fiberglass insulation on or around air handling systems.

Measure and adjust air handling and air balancing controls pertaining to Heating, Ventilation, and Air-Conditioning (HVAC) systems.

Fabrication and insulation of stainless steel, aluminum and ferrous metal equipment.

Inspect assembled components to ensure conformance to specifications.

Ability to work in hazardous atmosphere environments (use Scott Air Pack) and safely work with approved chemical compounds such as sealants, solvents, adhesives and paints.

Operate and safely work from a manlift and scaffold.

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### SKILLS

#### Technical

Grade 12 or G.E.D. (High School Equivalency Diploma).

#### Transferable

Operating, Assembling, Adjusting, Building/Constructing, Fixing/Repairing, Mechanical Reasoning, Following Procedure, Finger Dexterity, Manual Dexterity, Motor Coordination, Reacting Quickly, Stamina, Calculating, Measuring, Numerical Reasoning, Creating/Inventing, Visualizing/Imagining, Improvising/Adapting/Experimenting, Reading, Questioning, Listening, Verbal, Responding to Feedback.

#### Self-Management

Efficient, Dependable, Flexible, Pride in Performance, Tolerate Discomfort, Precise, Attentive to Detail, Persistent, Cooperative, Enthusiastic, Patient, Alert Work Under Pressure, Cautious.

# Millwright

## Trade Profiles

### JOB DESCRIPTION

Install machinery and supporting structures according to manufacturer's specifications, layout plans and drawings.

Examine equipment for excessive vibration, temperature rise, speed and lubrication under operating conditions.

Inspect, examine and/or trouble shoot equipment to determine repairs and maintenance. Adjust, repair or replace defective parts where necessary.

Read diagrams and schematic drawings to determine work procedures.

Fit bearings, align gears and shafts, attach motors, and connect couplings and belts (usually within a decimal place of a millimetre tolerance).

Dismantle equipment, using hammers, wrenches, crowbars and other hand tools.

Move machinery and equipment, using hoists, dollies, rollers and trucks.

Assemble and install equipment such as pulleys, shafts and belts on machines, conveyors, rollers and presses using hand and power tools.

Construct foundations for machines using hand tools and building materials such as wood, cement and steel.

Operate metal working machines such as lathes and grinders, to grind, file and turn machine parts to dimensional specifications.

Align machines and equipment, using hoists, jacks, hand tools, squares, rules, micrometers, level and plumb line.

Align machines and direct welders or mechanics to fasten them together or to foundation or other structures.

Direct erection of scaffolds and perform simple rigging to erect or dismantle machines.

Perform safety tests and make any necessary adjustments once equipment is assembled.

### SKILLS

#### Technical

Grade 12 or G.E.D. (High School Equivalency Diploma).

#### Transferable

Operating, Assembling, Adjusting, Constructing, Fixing/Repairing, Mechanical Reasoning, Following Procedure, Finger Dexterity, Manual Dexterity, Motor Coordination, Reacting Quickly, Stamina, Calculating, Measuring, Numerical Reasoning, Sound Discrimination, Shape Discrimination, Depth Discrimination, Creating/ Inventing, Visualizing/Imagining, Improvising/Adapting/ Experimenting, Reading, Questioning, Listening, Verbal, Responding to Feedback.

#### Self-Management

Efficient, Dependable, Flexible, Pride in Performance, Tolerate Discomfort, Precise, Attentive to Detail, Persistent, Cooperative, Enthusiastic, Patient, Alert, Work Under Pressure, Cautious.

# Heavy Duty Mechanic

## Trade Profiles

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### JOB DESCRIPTION

Examine, test, repair and maintain heavy mobile equipment such as cranes, front end loader, crawler dozer, heavy hauler, steel wheel packers, graders and hydraulic shovels.

Repair, maintain and operate any of the working parts of spark ignition or diesel engines as well as the various components of mobile industrial equipment.

Adjust equipment and repair or replace defective parts, components or systems using hand and power tools.

Clean, lubricate and maintain equipment.

Read and understand work orders, write service reports and interpret technical manuals.

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### SKILLS

#### Technical

Grade 12 or G.E.D. (High School Equivalency Diploma).

#### Transferable

Fixing/Repairing, Mechanical Reasoning, Operating, Assembling, Adjusting, Finger Dexterity, Manual Dexterity, Motor Coordination, Reacting Quickly, Stamina, Following Procedure, Sound Discrimination, Shape Discrimination, Depth Discrimination, Colour Discrimination, Investigating/Researching, Analyzing, Synthesizing, Remembering, Reading, Questioning, Listening, Verbal, Responding to Feedback.

#### Self-Management

Efficient, Dependable, Flexible, Pride in Performance, Tolerate Discomfort, Precise, Patient, Attentive to Detail, Persistent, Cooperative, Enthusiastic, Alert, Work Under Pressure, Cautious.



# Steamfitter-Pipefitter

## Trade Profiles

### JOB DESCRIPTION

Lay out, fabricate, install and maintain high-pressure and low pressure systems of piping and fittings for conducting steam, oil, water and other liquids and gases or finely-divided solids, used in heating, cooling, lubricating and other industrial processing systems.

Study blueprints, drawings, specifications, contract documents and related information to determine materials and work aids required and layout of system, using knowledge of high pressure and low-pressure pipe systems, and pressure capacity of piping materials.

Measure, cut, thread and bend pipe to size and shape using hand and machine tools, including pipe cutters, pipe threading and bending machines, and flame cutters.

Assemble and install a variety of metal and non-metal piping.

Join pipe sections together by means of threaded, soldered, brazed or cemented joints.

Connect pipes to equipment and appliances such as refrigeration, air conditioning and industrial processing units.

Assist in testing pipe system for leaks by installing pressure gauges, admitting air, water, chemicals or gas, and increasing pressure while reading gauges.

Remove valves (pop-safety, gate, globe and check) to service, reseal, pack and lubricate.

Maintain and repair pipe system by cleaning and replacing pipes, units and fittings, and modernizing or extending system.

Modify pipe system by conducting lock-out and inert gas purge procedures when isolating system, install expansion pieces, and flush, pressure test and activate system.

### SKILLS

#### Technical

Grade 12 or G.E.D. (High School Equivalency Diploma).

#### Transferable

Operating, Assembling, Adjusting, Building/Constructing, Fixing/Repairing, Mechanical Reasoning, Following Procedure, Finger Dexterity, Manual Dexterity, Motor Coordination, Reacting Quickly, Stamina, Calculating, Measuring, Numerical Reasoning, Creating/Inventing, Visualizing/Imagining, Improvising/Adapting/Experimenting, Reading, Questioning, Listening, Verbal, Responding to Feedback.

#### Self-Management

Efficient, Dependable, Flexible, Pride in Performance, Tolerate Discomfort, Precise, Attentive to Detail, Persistent, Cooperative, Enthusiastic, Patient, Alert, Work Under Pressure, Cautious.



# Steel Fabricator

# Trade Profiles

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## JOB DESCRIPTION

Layout, prepare and assemble or fabricate structural steel, vessels, containers and miscellaneous steel components.

Read blueprint, develop layout and plan sequence of operation. Check the material required, procure it, and decide how to cut the steel to make the most efficient use of it.

Know different grades of steel, their uses and qualities.

Measure and mark the pattern, cut the steel using a cutting torch.

Roll, bend or press components to form them into desired shapes.

“Tack weld” components together in preparation for a welder to finish the job. Be familiar with welding requirements and procedures.

Operate and set up machines — shear, brake press, plate rolls, iron worker, ring rolls, cut-off saw and drill press.

Use and maintain various hand and power tools with proficiency and safety.

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## SKILLS

### Technical

Grade 12 or G.E.D. (High School Equivalency Diploma).

### Transferable

Operating, Assembling, Adjusting, Building/Constructing, Fixing/Repairing, Mechanical Reasoning, Following Procedure, Finger Dexterity, Manual Dexterity, Motor Coordination, Reacting Quickly, Stamina, Calculating, Measuring, Numerical Reasoning, Creating/Inventing, Visualizing/Imagining, Improvising/Adapting/Experimenting, Reading, Questioning, Listening, Verbal, Responding to Feedback.

### Self-Management

Efficient, Dependable, Flexible, Pride in Performance, Tolerate Discomfort, Precise, Patient, Attentive to Detail, Persistent, Cautious, Cooperative, Enthusiastic, Alert, Work Under Pressure.

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# Trade Skills and Abilities

## WORKING WITH MACHINES OR TOOLS

<b>Operating</b>	Controlling, guiding or otherwise running tools, machines or other equipment.
<b>Assembling</b>	Putting things together.
<b>Adjusting</b>	Changing the setting on machines, devices or electrical equipment to improve performance.
<b>Building/Constructing</b>	Using tools to build or construct objects.
<b>Fixing/Repairing</b>	Fixing machinery or equipment.
<b>Mechanical Reasoning</b>	Understanding how machinery or tools operate and the relationship between mechanical operations.

## PHYSICAL ABILITIES

<b>Finger Dexterity</b>	Being exact when you use your fingers to hold or move things.
<b>Manual Dexterity</b>	Doing accurate and precise work with your hands.
<b>Motor Coordination</b>	Being well coordinated when moving different parts of your body.
<b>Reacting Quickly</b>	Doing things fast when necessary.
<b>Stamina</b>	Continually doing physically tiring work without becoming exhausted.
<b>Strength</b>	Doing heavy work – lifting, pulling or carrying heavy objects.
<b>Visual Acuity</b>	Corrected: near 20/20, far 20/40

## WORKING WITH DETAILS

<b>Caution</b>	Thinking about what you are doing so that you don't make errors or get hurt.
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# Trade Skills and Abilities

<b>Precision</b>	Being precise and accurate on the job meeting all specifications.
<b>Alertness</b>	Noticing problems, or being able to tell when something is wrong.
<b>Attending to Detail</b>	Remembering to finish many small tasks. Completing each step at the right time and in the right order.
<b>Following Procedure</b>	Doing things exactly as directed.

## WORKING WITH NUMBERS

<b>Calculating</b>	Using basic shop mathematics.
<b>Measuring</b>	Using tools or equipment to determine length, angle, volume or weight.
<b>Numerical Reasoning</b>	Understanding how to work with and use numbers to solve problems.

## WORKING WITH DIFFICULT SITUATIONS

<b>Tolerating Discomfort</b>	Being able to work in physically uncomfortable surroundings or stressful situations if the job demands it.
<b>Performing Repetitive Tasks (Patience)</b>	Doing the same thing over and over again in exactly the same way.
<b>Working Under Pressure</b>	Meeting deadlines. Working while you are being watched or evaluated by your supervisor.

## CREATIVITY

<b>Visualizing/Imagining</b>	Being able to form a mental image of objects, forms, drawings, models and blueprints.
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# Trade Skills and Abilities

**Creating/Inventing**    Originating new ideas or inventions.

**Improvising/Adapting/  
Experimenting**    Making changes or modifications to get the job done. Finding new and creative ways to accomplish tasks.

## COMMUNICATION SKILLS

**Reading**    Getting information from written material. Following written instructions on what to do or how to operate something.

**Questioning**    Asking appropriate questions to get useful information from others.

**Listening**    Listening carefully to whatever the other person is saying and responding appropriately.

**Verbal**    Communicating job-related information and requirements.

**Responding to Feedback**    Listening to the negative and positive comments of others and changing your behavior if necessary.

## SELF-MANAGEMENT SKILLS

**Efficiency**    Planning your work. Doing things without wasting time or energy.

**Dependability**    Completing your work on time and being reliable.

**Flexibility**    Changing tasks as needed. Knowing how to do very different tasks. Changing from one task to another.

**Pride in Performance**    Taking pride in the quality of work that you do. Consistently trying to do the very best job possible no matter what the task.

**Persistence**    Working toward a goal in spite of distraction or interruption. Concentrating on what you are doing.

# Trade Skills and Abilities

**Enthusiasm** Being keenly interested in and excited about what you are doing.

## SENSORY

**Sound Discrimination** Hearing slight differences in sound.

**Shape Discrimination** Seeing small differences in shapes and sizes, observing how things are alike or different.

**Depth Discrimination** Accurately judging distance, judging how far away or apart things are.

**Color Discrimination** Seeing small differences in color.

## REASONING ABILITIES

**Investigating/Researching** Gathering information in an organized way in order to establish certain facts or principles.

**Analyzing** Breaking a problem into its parts so that each part can be dealt with separately.

**Synthesizing** Putting facts and ideas together in new and creative ways - finding new ways to look at problems or do things, creating new ideas by putting old ideas together in a new way.

**Remembering** Having a good memory for facts, figures and incidences. Being able to recall information accurately.

## WORKING WITH OTHERS

**Cooperating** Working together with others to reach a common goal. Working as part of a team to complete a task.



# E Labour Market Quiz

Choosing a career is complicated. In Canada there are over 500 occupational categories and the number is growing every day. This quiz will make students think about money, training and gender issues involved in choosing a career. The message to students is that they need to take their own interests, lifestyle and expectations into consideration. If they do this they will not have to get stuck in jobs which are **low-paying, part-time, offer little or no job security, and little chance for promotion.** They need to **keep their options open by staying in school and taking math and science courses.** *The time to plan for the future is now!*

## Answer Key to Quiz:

- |               |               |               |
|---------------|---------------|---------------|
| 1. 500        | 2. 4%         | 3. 79-86%     |
| 4. 98%        | 5. 9%         | 6. 66 cents   |
| 7. 13%        | 8. 98%        | 9. \$1100.00  |
| 10. depends   | 11. \$1425.00 | 12. \$1475.00 |
| 13. \$2330.00 | 14. \$2680.00 |               |

Answers are based on information provided by Statistics Canada and by Advanced Education and Career Development for the 1991 labour market.

# Labour Market Quiz

**1** How many different types of occupational categories are there in Canada?

- 75
- 200
- 260
- 500
- 700

**2** Of all the different jobs available, what per cent do women mostly do?

- 4%
- 22%
- 31%
- 38%
- 45%

**3** What per cent of Canadian women who work are secretaries?

- 30% - 36%
- 42% - 50%
- 55% - 61%
- 66% - 74%
- 79% - 86%

**4** What per cent of electricians in Canada are men?

- 75%
- 66%
- 55%
- 80%
- 98%

**5** What per cent of professional engineers in Canada are women?

- 9%
- 18%
- 30%
- 42%
- 55%

**6** In 1901 women earned 53 cents for every dollar a man earned. Today how much does a woman get paid for every dollar a man earns?

- 66 cents
- 75 cents
- 80 cents
- 86 cents
- 98 cents

**7** What per cent of dentists in Canada are women?

- 6%
- 13%
- 18%
- 30%
- 42%

**8** What per cent of dental assistants in Canada are women?

- 42%
- 66%
- 75%
- 84%
- 98%

**9** How much money does Statistics Canada say you would have needed to earn in 1991 as a single person family, in one month, to be just above the poverty line?

- \$500.00
- \$800.00
- \$1100.00
- \$1400.00
- \$1700.00

**10** If you decided to get a full-time job and live on your own today, how much money do you think you would need to earn in a week?

**11** If you graduated from a two-year general secretarial program, how much could you expect to be paid a month, on average?

\$1185.00  
\$1425.00  
\$1585.00  
\$1825.00  
\$1985.00

**12** If you graduated from a two-year dental assistant program, how much could you expect to be paid a month, on average?

\$1135.00  
\$1475.00  
\$1535.00  
\$1885.00  
\$1935.00

**13** If you graduated from a two-year electrical or electronics technician program, how much could you expect to be paid a month, on average?

\$1535.00  
\$1825.00  
\$1935.00  
\$2330.00  
\$2530.00

**14** If you graduated from a two-year financial management program, how much could you expect to be paid a month, on average?

\$1930.00  
\$2330.00  
\$2530.00  
\$2680.00  
\$2730.00

# F Audio-Visual Resources

You may come into the Advanced Education and Career Development library to review the following audio-visual resources. Please call for more information.

**Advanced Education and Career Development Library**  
**9th Floor, CityCentre**  
**10155 - 102 Street**  
**Edmonton, Alberta**  
**T5J 4L5**  
**Phone: 427-4752**

If you are calling long distance, phone your local R.I.T.E operator and ask for 427-4752. The Labour Market Information Centre at the closest Career Development Centre may also have these resources.

## **Hands-On**

13 mins., 1988

Explains the Alberta Apprenticeship Program and encourages training in trades by presenting a “hands-on” look at several apprenticeship trades. Suitable for teenage audiences.

## **Attention: Women at Work**

28 mins., 1984

This documentary about women in non-traditional jobs (a hovercraft pilot, an architect and two construction workers) illustrates women who have been successful in male-dominated workplaces and the difficulties they had to overcome. Each woman offers practical advice on the choice of a career. A good discussion starter for teenagers, parents, educators and career counsellors.

## **Women in Construction – The Tomorrow Builders**

13 mins., 1989

Produced for the Canadian Construction Industry. Throughout the video there are interviews with women, how they started in the field, the skills needed and their feelings about working in a male-dominated industry. The video can be used in schools and workshops to encourage women to consider work in a non-traditional field.

**Video Career Library – Mechanical Fields**

22 mins. 1989

This video gives apprenticeship entry requirements\* and a brief hands-on look at these trades:

Automobile Mechanics, Diesel Engine Mechanics, Aircraft Engine Mechanics, Automobile Body Repairers, Heavy Equipment Mechanics, Heating, Air Conditioning and Refrigeration Mechanics.

**Video Career Library – Construction**

36 mins. 1989

This video gives apprenticeship entry requirements\* and a brief hands-on look at the following occupations:

Millwright, Brickmason, Carpenter, Drywall Installer, Electricians, Painters, Plumbers and Pipefitters, Carpet and Soft Tile Installers, Insulation Workers, Paving Equipment Operators, Structural Metal Workers.

**Video Career Library – Production II**

32 mins. 1989

This video gives apprenticeship entry requirements\* and a brief hands-on look at these trades:

Tool and Die Maker, Machinist, Sheet Metal Worker, Cabinet and Bench Carpenters, Industrial Machine Operators, Welders and Cutters, Assemblers

**Discover the Construction Industry**

10 mins., 1989

This production is targeted to youth between 13 and 18. The video emphasizes that careers in construction provide lifetime employment and genuine opportunities.

**Zoptions**

15 mins., 1990

A video of five young people making career plans by choosing different options on a video arcade game. The emphasis is on lifelong learning and training.

*\* Note: American Entry Requirements*



# A Overview of the Apprenticeship System

Apprenticeship is a method of learning the skills and knowledge necessary to become a journeyman. Apprenticeship training combines on-the-job training under an employer's supervision and classroom training at a technical institute or community college. The minimum education necessary to enter a trade ranges from Grade 9 to 11 depending on the trade, although **most employers prefer to hire someone with a Grade 12 education**. In some trades (such as electrician) an entrance exam is required. It takes between two and four years, depending on the trade, to become certified.

## STEPS TO APPRENTICESHIP:

1. *Choose a trade.*
2. *Find an employer.*
3. *Sign a contract between you and your employer.*

*The Alberta Government will register it.*

## Responsibilities after the contract is signed by the three parties:

1. **The employer** provides all the training needed to learn the trade and will pay 50 to 90 per cent of the shop's journeyman wage rate depending on the apprentice's level of training.
2. **The Alberta Government** arranges for the apprentice's technical training and examinations as he/she progresses each year toward becoming a journeyman.
3. **The apprentice** attends classes and completes on-the-job training.

# **B** List of Technical Schools and Public Colleges in Alberta

**Northern Alberta Institute of Technology (NAIT)**

11762 - 106 Street  
Edmonton, Alberta T5G 2R1  
Phone: 471-6248

**Fairview College**

Box 3000  
Fairview, Alberta T0H 1L0  
Phone: 835-6600

**Grant MacEwan Community College**

Jasper Place Campus  
10045 - 156 Street  
Edmonton, Alberta T5P 2P7  
Phone: 483-4411

**Lakeland College**

P.O. Bag 5100  
Vermilion, Alberta T0B 4M0  
Phone: 853-8400

**Medicine Hat College**

299 College Drive  
Medicine Hat, Alberta T1A 3Y6  
Phone: 529-3811

**Olds College**

Olds, Alberta T0M 1P0  
Phone: 556-8281

**Southern Alberta Institute of Technology (SAIT)**

1301 - 16 Avenue NW  
Calgary, Alberta T2M 0L4  
Phone: 282-6184

**Grande Prairie Regional College**

10726 - 106 Avenue  
Grande Prairie, Alberta T8V 4C4  
Phone: 539-2918

**Keyano College**

8115 Franklin Avenue  
Fort McMurray, Alberta T9H 2H7  
Phone: 791-4800

**Lethbridge College**

3000 College Drive South  
Lethbridge, Alberta T1K 1L6  
Phone: 320-3200

**Mount Royal College**

4825 Richard Road S.W.  
Calgary, Alberta T3E 6K6  
Phone: 240-5969

**Red Deer College**

Box 5005  
Red Deer, Alberta T4N 5H5  
Phone: 342-3300

# C List of Trades

Name of Trade	Description	Length of Program
Agricultural Mechanic	Services, repairs and sets up agricultural machines	3600 hours (about 2 years) including two 10-week in-class sessions
Appliance Serviceman (C)	Repairs and services household appliances	5400 hours (about 3 years) including two 8-week and one 6-week in-class sessions
Auto Body Mechanic (C) (R)	Repairs and refinishes automobile bodies	7200 hours (about 4 years) including one 8-week and two 6-week in-class sessions
Baker (R)	Makes bread, pastries, cookies and cakes	4800 hours (about 3 years) including three 8-week in-class sessions
Boilermaker (C) (R)	Builds, tests and repairs air-tight and liquid-tight containers	5400 hours (about 3 years) including three 8-week in-class sessions
Bricklayer (R)	Lays brick, hollow tile and concrete block for buildings or other structures	4800 hours (about 3 years) plus one 12-week and two 6-week in-class sessions
Cabinetmaker (R)	Builds custom or production-type fixtures and furniture of wood and wood substitutes	6400 hours (about 4 years) including four 8-week in-class sessions
Production Cabinetmaker	Builds custom or production-type fixtures and furniture of wood and wood substitutes	3200 hours (about 2 years) including two 8-week in-class sessions
Carpenter (R)	Works with wood and wood substitutes in the construction of buildings and other structures	6400 hours (about 4 years) including four 8-week in-class sessions
Cement Finisher	Places, finishes, cuts and repairs concrete	3600 hours (about 3 years) plus two 8-week in-class sessions
Communication Electrician	Installs, services and repairs telephone equipment and related communication systems	7200 hours (about 4 years) including four 6-week in-class sessions
Cook (R)	Prepares food and meals in hotels, restaurants and institutions	5400 hours (about 3 years) including three 8-week in-class sessions
Crane and Hoisting Equipment Operator (C)	Operates tower cranes, mobile cranes and boom trucks to lift and swing material	
Boom Truck Operator		500 hours (about 1 year) plus two 1-week in-class sessions
Mobile Crane Operator (R)*		3900 hours (about 3 years) plus one 3-week and one 5-week in-class session
Tower Crane Operator		2000 hours (about 2 years) (in-class training under development)
Electrical Rewind Mechanic	Repairs and rebuilds electric motors, generators, transformers, controls and other electrical equipment	7200 hours (about 4 years) including four 8-week in-class sessions
Electrician (C) (R)	Installs, alters, repairs and maintains electrical systems in buildings to supply heat, light power, controls and signal or fire alarms	7200 hours (about 4 years) including three 8-week and one 12-week in-class sessions
Electronic Technician (C) (R)	Services and repairs radio and television-receiving equipment	7200 hours (about 4 years) including two 12-week and two 6-week in-class sessions
Elevator Constructor (C)	Installs, repairs and maintains elevators, escalators, moving walkways, etc.	Under development
Floorcovering Installer (R)*	Installs many types of resilient and carpet floor coverings in buildings	3200 hours (about 2 years) including one 7-week and one 6-week in-class session

(C) - Designated compulsory certification trade. A person working in this type of trade must be a registered apprentice or certified journeyman

\* - changes under review

(R) - Red Seal Trade

Name of Trade	Description	Length of Program
Gasfitter (C)	Installs piping, appliances, equipment and controls for the use of natural gas or propane gas as a fuel	5400 hours (about 3 years) including two 8-week in-class sessions
Glassworker (R)	Cuts and installs glass for windows, showcases and curtain-wall building construction	7200 hours (about 4 years) including four 6-week in-class sessions
Hairstylist (C) (R)	Cuts, trims, waves and colours hair; facial and scalp massage; trims beards, mustaches, etc.	2800 hours (about 2 years) plus two 10-week in-class sessions
Heavy Duty Mechanic (C) (R)	Services and repairs construction and other heavy industrial mobile and stationary equipment	7200 hours (about 4 years) including four 8-week in-class sessions
Instrument Mechanic (R)	Maintains, services, repairs and installs measuring and control instruments used in process industries	7200 hours (about 4 years) including two 8-week and two 10-week in-class sessions
Insulator (R) *	Installs insulation materials in commercial and industrial structures	6400 hours (about 4 years) including two 6-week and one 8-week in-class sessions
Ironworker (C) (R) *	Builds, erects, constructs and joins structural steel on buildings, bridges and towers	5400 hours (about 3 years) including three 8-week in-class sessions
Landscape Gardener	Grows, installs and maintains trees, plants and grasses in all environments	4800 hours (about 4 years) plus four 8-week in-class sessions
Lather-Interior Systems Mechanic (R) *	Installs metal plaster lath and interior finishes in the construction of buildings	5400 hours (about 3 years) including two 8-week and one 6-week in-class sessions
Locksmith	Installs, replaces, rebuilds, rearranges, repairs or readjusts locking devices or safes; makes keys; and circumvents locking devices	Under development
Machinist (R)	Works with metals; operates metal-cutting and shaping machinery	7200 hours (about 4 years) including four 8-week in-class sessions
Millwright (R)	Installs and maintains machinery in factories and other production plants	7200 hours (about 4 years) including four 8-week in-class sessions
Motorcycle Mechanic (C)	Assembles, services and repairs two-wheeled single-tracked motor vehicles	6400 hours (about 4 years) including two 8-week and two 6-week in-class sessions
Motor Mechanic (C) (R)	Services and repairs automobiles	7200 hours (about 4 years) including four 8-week in-class sessions
Painter and Decorator (R)	Applies paint, varnish and wallpaper to interior and exterior building surfaces, and to other fittings and furnishings	4800 hours (about 3 years) including three 8-week in-class sessions
Partsman (R) *	Stores and dispenses automotive, heavy duty or farm machinery parts	5400 hours (about 3 years) including one 8-week and two 6-week in-class sessions
Plasterer	Applies plaster and stucco including decorative finishes	Under development
Plumber (C) (R)	Installs piping, fixtures, appliances, equipment and controls for water and sanitation purposes	7200 hours (about 4 years) including four 8-week in-class sessions
Power Lineman (R)	Constructs, maintains or operates electrical transmission or distribution systems	7200 hours (about 4 years) including three 7-week in-class sessions

(C) - Designated compulsory certification trade. A person working in this type of trade must be a registered apprentice or certified journeyman

\* - changes under review

(R) - Red Seal Trade



## List of Trades

Name of Trade	Description	Length of Program
Power System Electrician	Constructs or maintains electrical utility power system and power station equipment, or metering, protection and control apparatus	7200 hours (about 4 years) including two 8-week and two 9-week in-class sessions
Printing and Graphic Arts Craftsman Pre-Press/Press	Prepares, produces and finishes printed material	7200 hours (about 4 years) including four 4-week in-class sessions
Bindery		5400 hours (about 3 years) including three 4-week in-class sessions
Bindery II		3600 hours (about 2 years) including two 4-week in-class sessions
Projectionist	Operates motion picture projectors	Under development
Recreation Vehicle Mechanic (C)	Repairs mobile motor homes and recreation vehicles	5400 hours (about 3 years) including two 8-week in-class sessions
Refrigeration and Air Conditioning Mechanic(C)(R)	Installs and services refrigerating and air conditioning systems	7200 hours (about 4 years) including four 8-week in-class sessions
Roofer (R)	Installs and maintains built-up roofs, composition roof coverings, shakes, shingles and plastic membranes	4800 hours (about 3 years) including three 6-week in-class sessions
Sawfiler	Repairs, sets and sharpens band saws, chain saws, hand saws, circular saws and other types of sawblades	7200 hours (about 4 years) including four 4-week in-class sessions
Circular Sawfiler		5400 hours (about 3 years) plus three 4-week in-class sessions
Sheet Metal Worker (C)(R)	Designs, fabricates, installs and repairs ducts and fittings for heating, ventilating, air conditioning, exhaust and dust collecting systems	7200 hours (about 4 years) including four 10-week in-class sessions
Sprinkler Systems Installer (R)	Installs and maintains fixed fire extinguishing systems	7200 hours (about 4 years) including three 6-week in-class sessions
Steamfitter-Pipefitter (C)(R)	Installs piping, equipment and controls for hot water, steam, process and chemical piping in industrial and commercial establishments	7200 hours (about 4 years) including four 8-week in-class sessions
Structural Steel and Plate Fitter (C)(R)*	Works in the shop fabrication, preparation, layout, assembly or repair of structural and miscellaneous components or vessels	5400 hours (about 3 years) including three 8-week in-class sessions
Tilessetter	Works with ceramic tile, terrazzo and marble	6300 hours (about 3 years) plus three 6-week in-class sessions
Tool and Die Maker	Manufactures and repairs jigs, fixtures, gauges, dies, molds, press tools and various types of small mechanical devices	Under development
Transport Refrigeration Mechanic	Installs, repairs and maintains equipment in mobile units used to haul perishable loads	5400 hours (about 3 years) plus three 8-week in-class sessions
Water Well Driller	Drills, installs and services water wells, and installs and services water well pumping systems	3600 hours (about 2 years) plus two 6-week in-class sessions
Welder (C)(R)	Joins metal by fusion using oxyacetylene flame, electric arc or other welding processes	5400 hours (about 3 years) including three 8-week in-class session

(C) - Designated compulsory certification trade. A person working in this type of trade must be a registered apprentice or certified journeyman

\* - changes under review

(R) - Red Seal Trade





## CONTRACT OF APPRENTICESHIP APPRENTICESHIP AND INDUSTRY TRAINING ACT

This is a Contract of Apprenticeship between

-AND-

("Apprentice").

The Parties to this Contract of Apprenticeship agree as follows:

1. The Apprentice shall be an apprentice under the Apprenticeship and Industry Training Act in the trade of

("Trade").

2. The Apprentice shall complete the apprenticeship program consisting of the on the job training, formal instruction, and required examinations provided for under the applicable trade regulation and as indicated below and meet any other requirements and conditions indicated below:

PERIOD OF APPRENTICESHIP PROGRAM	ON THE JOB TRAINING (length)		FORMAL INSTRUCTION REQUIRED?	EXAMINATIONS REQUIRED?	OTHER REQUIREMENTS	CONDITIONS
	MONTHS	HOURS				
1						
2						
3						
4						

3. Where the Apprentice and an individual, partnership or corporation employing the Apprentice have applied for approval to enter into the apprenticeship program in the Trade, the on the job training of the Apprentice is deemed to have begun on

4. The Parties to this Contract of Apprenticeship shall comply with the Apprenticeship and Industry Training Act and Regulations, and the terms and conditions on the front and reverse side of this Contract of Apprenticeship.

On signature by both parties, the terms and conditions on the front and reverse side of this form together form the Contract of Apprenticeship. This Contract of Apprenticeship comes into effect on the date registered by the Executive Director, Apprenticeship and Industry Training.

When contract entered into by an individual, corporation or partnership employing the Apprentice

AUTHORIZED SIGNING OFFICER

APPRENTICE

Per:

DATE

WITNESS

DATE

WITNESS

**OR**

Where contract entered into under sec. 14 of Apprenticeship Program and Certificate Recognition Regulation

EXECUTIVE DIRECTOR, Apprenticeship and Industry Training

DATE

WITNESS

### OFFICE USE ONLY:

Registered by the Executive Director, Apprenticeship and Industry Training on:

EXECUTIVE DIRECTOR

CONTRACT NO.

IDENTIFICATION NO. OF APPRENTICE

CDC

Per:

CDE9 92/03

Please See Reverse (Return THREE copies to the local Career Development Centre)



## APPRENTICESHIP AND INDUSTRY TRAINING DIVISION APPLICATION

Please complete this form using a TYPEWRITER or BALL POINT PEN. PLEASE PRINT.

CAREER DEVELOPMENT  
AND EMPLOYMENT

### APPLICATION TYPE:

(Check One Box Only)

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> JOURNEYMAN EXAMINATION   | <input type="checkbox"/> INTERPROVINCIAL EXAMINATION | <input type="checkbox"/> REPLACEMENT CERTIFICATES / DOCUMENTS             |
| <input type="checkbox"/> APPRENTICESHIP           | <input type="checkbox"/> OUT OF PROVINCE IP EXAM     | JOURNEYMAN <input type="checkbox"/> WALL <input type="checkbox"/> POCKET  |
| <input type="checkbox"/> EQUIVALENCY / ASSESSMENT | <input type="checkbox"/> IP EXCHANGE                 | EQUIVALENCY <input type="checkbox"/> WALL <input type="checkbox"/> POCKET |
|   | <input type="checkbox"/> OTHER EXCHANGE              | UPDATING <input type="checkbox"/> POCKET                                  |

<b>A</b>	TRADE _____	S.I.N. _____			
LAST NAME _____		FIRST NAME OR INITIAL _____		MIDDLE NAME OR INITIAL _____	
ADDRESS _____					
CITY / TOWN _____		PROVINCE _____			
POSTAL CODE _____	TELEPHONE NO. _____	ALTERNATE TELEPHONE NO. _____	SEX <input type="checkbox"/> M <input type="checkbox"/> F	MARRIAGE STATUS <input type="checkbox"/> M <input type="checkbox"/> S <input type="checkbox"/> O	DATE OF BIRTH _____
				YEAR _____	MONTH _____ DAY _____

<b>B</b> What is your highest level of academic achievement?	If requesting apprenticeship, attach official transcript of highest academic achievement.
HAVE YOU EVER WRITTEN AN ALBERTA EXAMINATION FOR APPRENTICESHIP? <input type="checkbox"/> YES <input type="checkbox"/> NO	TRADE CERTIFICATION? <input type="checkbox"/> YES <input type="checkbox"/> NO WHEN? _____

<b>C</b> Technical or Trade Courses Completed in the trade applied for. (Please attach supporting documents and list additional on a separate page)					
COURSE	SCHOOL	LOCATION	STARTED	LEFT	RECOGNITION OBTAINED

<b>D</b> Trade Credentials Presently Held. (Please attach a copy and list additional on a separate page)			
TRADE NAME ON CREDENTIAL _____	IP SEAL NO. _____	TRADE NAME ON CREDENTIAL _____	IP SEAL NO. _____
DOCUMENT / CERTIFICATE NO. _____	COUNTRY / PROVINCE / STATE _____	DOCUMENT / CERTIFICATE NO. _____	COUNTRY / PROVINCE / STATE _____
COMPLETION NO. _____	DATE OF ISSUE _____	COMPLETION NO. _____	DATE OF ISSUE _____

<b>E</b> List and attach evidence of employment in the trade indicated in "A". (Please list additional on a separate page)				
NAME OF EMPLOYER (FIRM)	ADDRESS (CITY or TOWN)	DATE STARTED	DATE LEFT	TOTAL MONTHS

<b>F</b> COMPLETION OF THIS SECTION IS VOLUNTARY	Do you require any of the following services?			TOTAL MONTHS INCLUDING ANY LISTED ON SEPARATE PAGE ARE YOU
	<input type="checkbox"/> SPECIAL EQUIPMENT <input type="checkbox"/> OTHER SPECIAL SERVICES (Specify on separate page)	<input type="checkbox"/> DEAF / INTERPRETER SERVICES <input type="checkbox"/> READER / ENGLISH INTERPRETER	<input type="checkbox"/> ACADEMIC UPGRADING (Specify on separate page) <input type="checkbox"/> ENGLISH AS A SECOND LANGUAGE	

<b>G</b> APPLICANT'S SIGNATURE: I certify that the above information is true and accurate to the best of my knowledge.	Signature _____	Date _____
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<b>H</b> TO BE COMPLETED BY THE EMPLOYER OF THE APPLICANT FOR APPRENTICESHIP					
LEGAL NAME OF BUSINESS _____			OPERATING NAME OF BUSINESS _____		
MAILING ADDRESS (Street, City/Town, Province) _____			POSTAL CODE _____	TELEPHONE NO. _____	
SITE ADDRESS (if different than above) _____			POSTAL CODE _____	TELEPHONE NO. _____	
NAME OF CONTACT _____			FAX NO. _____		
DATE APPLICANT COMMENCED WORK IN THIS TRADE WITH THIS FIRM: _____	YEAR _____ MONTH _____ DAY _____	RECOMMENDED CREDIT FOR EXPERIENCE IN THIS TRADE AS PER SECTION "E" _____	NO. OF MONTHS: _____	I agree with the DATE and MONTHS shown at the LEFT APPLICANT'S SIGNATURE: _____	
<b>EMPLOYER'S SIGNATURE:</b> _____		DATE SIGNED _____	YEAR _____ MONTH _____ DAY _____	PRINTED NAME OF EMPLOYER'S SIGNATURE _____	

# NOTES

# NOTES







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